



INTEGRATED PEST MANAGEMENT

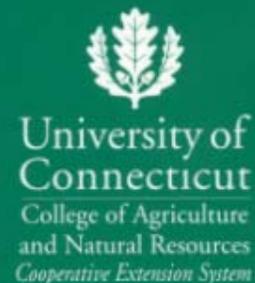
Unit 3 Lesson 2 More Than the Spice of Life

Focus Areas: Biodiversity; Science,
Language Arts

Focus Skills: Understanding multiple
points of view, analyzing data,
evaluating, forming an opinion,
defending an opinion

Level of Involvement: AVERAGE

INTEGRATED PEST MANAGEMENT
Unit 3 Lesson 2: More Than the Spice of Life





*Dedicated
to Reducing
Pesticides*



University of
Connecticut
College of Agriculture
and Natural Resources
Cooperative Extension System

Unit 3 Lesson 2: More Than the Spice of Life

Focus Areas: Biodiversity; Science, Language Arts

Focus Skills: Understanding multiple points of view, analyzing data, evaluating, forming an opinion, defending an opinion

Level of Involvement: AVERAGE

Objective

To determine the myriad of ways humans benefit from biodiversity

Essential Question

Why is biodiversity necessary?

Essential Understanding

Minus the vast variety of plants and animals, our lives would be far less interesting, and, at some point, the lack of variety would have life threatening consequences to humans.

Background

Biodiversity needs to be protected. A rich mixture of living things interacting in a variety of ecosystems may, in the future, provide us with the means to adapt to an ever changing environment. Organisms seen as expendable today may well hold the key to tomorrow's medical miracles. To ignore the importance of any species puts us at risk for future disaster.

Furthermore, in the present, the plants, animals and microorganisms with which we share this planet are our life support. Beyond providing food, and materials used for shelter and clothing, they maintain the atmosphere, fertilize our soil, clean our water, and for many provide a calming influence in a stress filled world (camping, hiking, gardening, pets, etc.).

Finally, we did not create the biodiversity which exists. We are merely a part of it. The myriad of organisms which share this earth are not ours to destroy. Power to destroy does not give us the right to destroy entire ecosystems and wipe out species for our convenience or economic gain.

Biodiversity isn't merely the spice of life; it is life!



Unit 3 Lesson 2: More Than the Spice of Life

Vocabulary



aesthetic (esthetic) dealing with beauty and form rather than function

economic dealing with profit vs. loss

ethical dealing with right and wrong

physical dealing with the health of the body

Challenge

Decide which reason for protecting biodiversity is most convincing to you

Logistics

Time: 45 minutes

Group size: 4 to 30

Space: a classroom

Materials

TV/VCR

chart paper

Windows on the Wild (WOW) - A Biodiversity Primer

World Wildlife Fund video *Exploring the Web of Life*





Unit 3 Lesson 2: More Than the Spice of Life

Preparations

1. Label chart paper with the following categories: Physical, Economic, Aesthetic, Ethical.
2. Secure charts to the corner walls in the room at a comfortable writing height for participants.
3. Fold the bottom half up so the labels can't be seen.
4. Set up TV/ VCR and video.

Activity

Introduction

1. Individuals read *Bear in Mind* on pgs. 30-31 of WOW.
2. Discuss the multiple points of view expressed in the article.
3. Explain that today's activity will require each member to consider multiple points of view regarding the protection of biodiversity in order to form an opinion of their own.
4. Review the meaning of each category as you fold down the charts to reveal it. **Note:** You may want to add clue words to the chart as each word is discussed.
5. Divide the group into 4 subgroups of approximately equal number.



Unit 3 Lesson 2: More Than the Spice of Life

Activity

Involvement

1. Distribute markers to members (one color per team is best) and have one team go to each corner.
2. Announce a 3-minute time limit. On the chart, the group writes as many reasons as they can which fit the category and support preserving biodiversity in the 3-minute time allotted.
3. Call time; allow an additional 10 to 20 seconds for members to finish writing any reason they had already started.
4. Have members face their completed charts and then move to the chart on their right.
5. Repeat 2 through 4 until each group has had an opportunity to add to each chart (3 times). Use 3-minute intervals.

Follow Up

1. Select one member from each subgroup to collect the markers and remain at the chart while the other members return to their seats.
2. Share and discuss each chart allowing individuals to both challenge and defend any reason in question.
3. The individual at each chart makes any changes or additions. When all charts are complete, tell the group they now must decide for themselves which set of reasons they think present the strongest case for preserving biodiversity.
4. Allow a few minutes for each member to decide. Then tell the group members to move to the chart they chose.
5. Call on volunteers to share their reasons for choosing as they did.



Unit 3 Lesson 2: More Than the Spice of Life

Answer Key

none needed

Assessment

Have group members list the four categories for consideration in preservation of biodiversity and give 2 examples in each category.

Follow Through

Focus Areas: Language Arts, Graphic Arts, Music

Focus Skills: Persuasive writing, illustration to persuade, graphic layout

Each member creates a poster, writes an editorial or produces a jingle, the purpose of which is to convince the general public or some specific group within the general populace to support biodiversity.



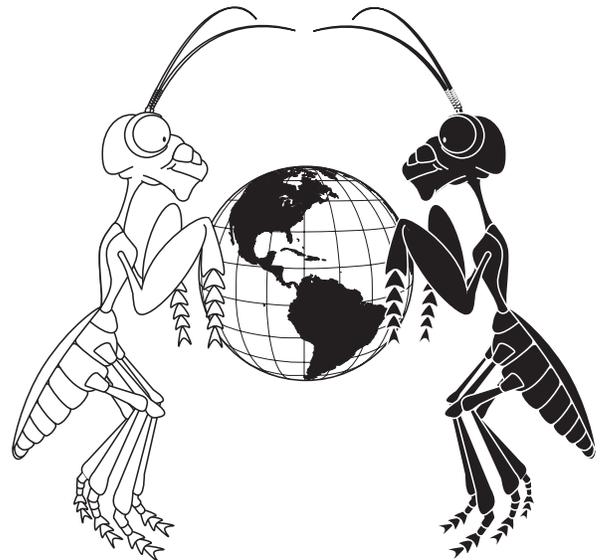
Unit 3 Lesson 2: More Than the Spice of Life

Notes



Unit 3 Lesson 2: More Than the Spice of Life

Notes





Unit 3 Lesson 2: More Than the Spice of Life

Notes



University of
Connecticut
College of Agriculture
and Natural Resources
Cooperative Extension System

